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EDUCATION FOR ALL, IMPROVING OPPORTUNITIES OF EDUCATIONALLY DISADVANTAGED CHILDREN.

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IMPROVING THE EDUCATIONAL OPPORTUNITIES OF DISADVANTAGED CHILDREN IS THE SUBJECT OF THESE TWO SEPARATE BUT RELATED DOCUMENTS. THIS CONFERENCE REPORT OF A 1966 STATE-WIDE CONFERENCE SPONSORED BY THE FLORIDA DEPARTMENT OF EDUCATION CONTAINS BRIEF EXCERPTS OF SEVERAL ADDRESSES AND SUMMARIES OF THE CONFERENCE DISCUSSIONS ON SUCH TOPICS AS THE CHARACTERISTICS AND NEEDS OF DISADVANTAGED CHILDREN, THEIR PERSONAL AND SOCIAL DEVELOPMENT, THEIR LEARNING STYLES, AND THE TEACHER-LEARNER RELATIONSHIP. THE CONFERENCE WAS ALSO CONCERNED WITH THE NEED FOR AN EARLY EDUCATIONAL START FOR THE DISADVANTAGED, COMMUNICATION SKILLS DEVELOPMENT, PARENTAL INVOLVEMENT, OUT-OF-SCHOOL ACTIVITIES, TEACHER TRAINING, THE DEVELOPMENT OF JOB SKILLS, PROGRAM EVALUATION, AND "CREATIVE PLANNING." AN ADDITIONAL DOCUMENT IS A REPORT TO THE OFFICE OF EDUCATION ON THE 10 REGIONAL CONFERENCES HELD IN FLORIDA FOLLOWING A NATIONAL CONFERENCE ON THE EDUCATION OF THE DISADVANTAGED. THIS BRIEF REPORT DESCRIBES THE CONFERENCE AGENDA AND PARTICIPANTS. (NH)

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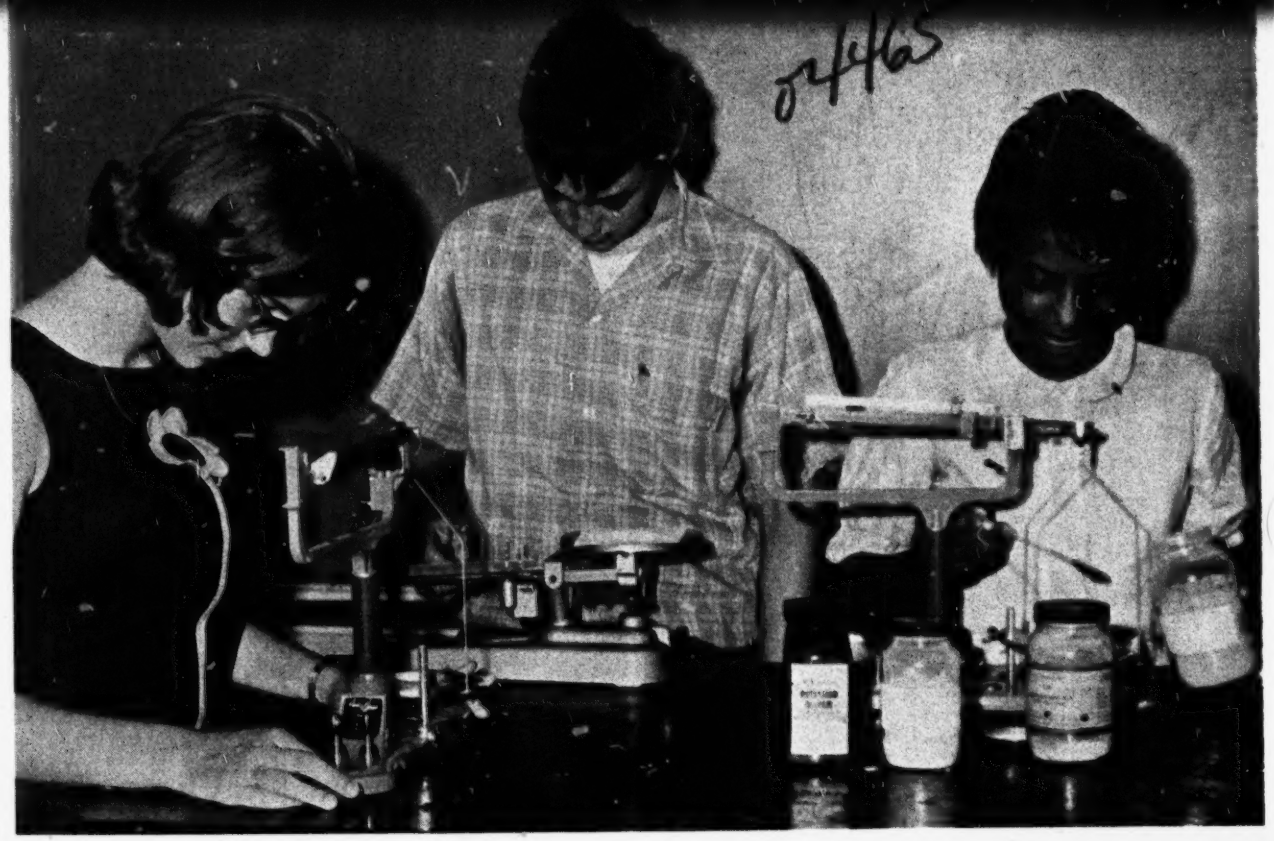

IMPROVING OPPORTUNITIES OF
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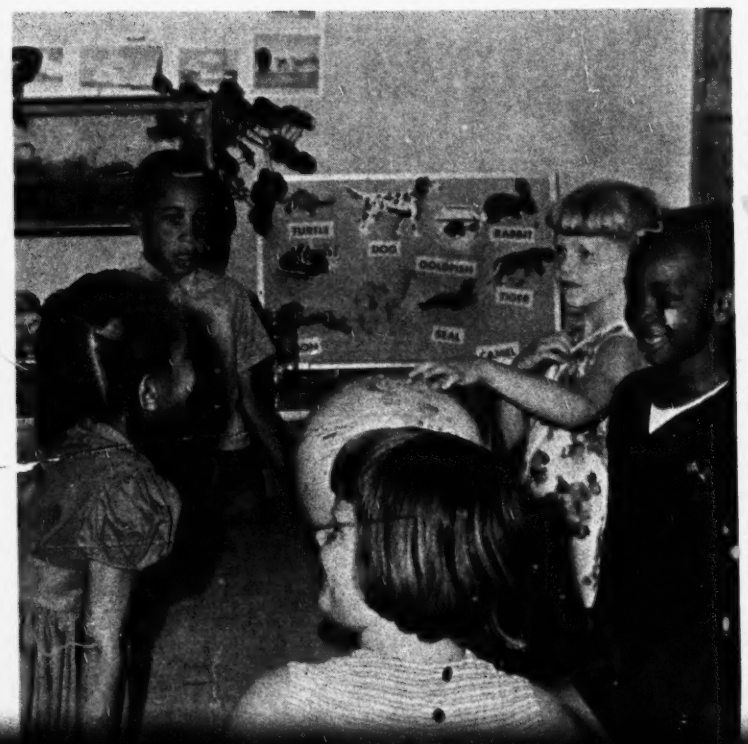
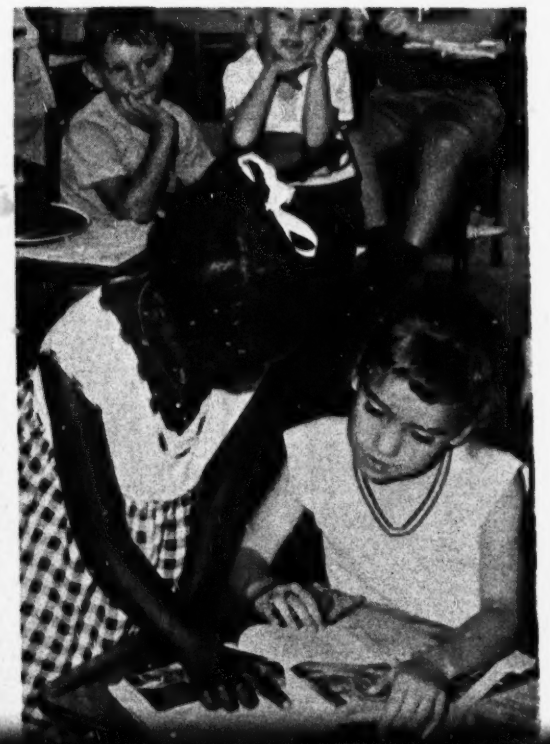
EDUCATION FOR ALL





FLORIDA STATE DEPARTMENT OF EDUCATION
FLOYD T. CHRISTIAN • STATE SUPERINTENDENT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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EDUCATION FOR ALL

IMPROVING OPPORTUNITIES OF EDUCATIONALLY DISADVANTAGED CHILDREN

A report of ideas expressed at a statewide conference, sponsored by the Florida Department of Education, March 23-25, 1966, Jacksonville, Florida.

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PURPOSES

Education for All, a Conference on Improving Opportunities of Educationally Disadvantaged Children, was designed to engage the leadership of county school systems in a thoughtful examination of central purposes, broad methods, specific programs and unresolved issues. This report is a summary of views expressed and questions raised by Florida leaders and guest consultants as they discussed the characteristics and needs of disadvantaged children and ways of initiating a concerted attack upon their problems as an integral part of a total program of quality education for all.

As a consequence of reading and reflecting upon these ideas, it is hoped that local school people will reach out to and join with parents, representatives of governmental agencies, churches, community organizations and other interested groups to:

- *secure and study information which explains more extensively the topics considered here and others of local interest.*
- *reach agreement upon specific and long-range goals and innovative approaches which will expand the education program to provide more appropriate educational opportunities for disadvantaged children.*
- *enter into a cycle of planning, implementation and evaluation that will spiral into future years.*

REMARKS BY

FLOYD T. CHRISTIAN

STATE SUPERINTENDENT

I would like to make a short report, if I may, before I introduce the speaker for the evening.

I am very pleased, as I am sure you are, that Florida schools have recognized the responsibility and accepted the challenge for the education of those of our youngsters who are educationally disadvantaged. Florida is providing leadership in this field which, I believe, could well serve as an example for other states.

Every county, for instance, has taken advantage of the opportunities offered under the Elementary and Secondary Education Act. Projects have been approved for 65 counties. Projects for the other two counties (Hernando and Palm Beach) are now being processed. As of March 17, we have approved 135 projects, using $21,478,937 of a total appropriation of $27,478,937.

Many of these are bold, new projects, long-needed, long-desired, but until now impossible to achieve. It's not that we didn't recognize that these children needed special help. It's not that we didn't want to start remedial programs to help these students make up for the cultural lag and catch up with their fellow students. As you are all aware, we have been straining in Florida to find the funds to do the sometimes only-minimum education job which many counties are able to provide—and to try to provide after-school classes and breakfast and special remedial teachers was a financial impossibility.

Today, however, these are realities. Everywhere you go in Florida, you can now find a determined effort to upgrade and improve education—and not only for the disadvantaged, toward whom we are directing a special effort, but for all students, as the enthusiasm generated by the new federal programs spills over into the entire school system.

Sixty counties are providing special remedial programs in reading.

Thirty-three counties are providing new health services, including physical education and health instruction, the employment of school nurses and health coordinators, and medical diagnosis and treatment.

Thirty counties are providing new food services, including free lunches, mid-morning snacks, and breakfasts.

Thirty counties are providing new pre-school and kindergarten programs.

Thirty-three counties are providing improved guidance and counseling, including psychological and clinical services.

Sixty counties are providing teacher aides and thirty-four counties are providing in-service training for teachers, to improve teaching skills and provide more time to teach.

Eleven counties are providing new programs in special education, fifteen counties are providing new programs in art, and fifteen counties are providing new programs in music.

Almost every county is improving its audio-visual program and thirty-five counties are providing for improved library services.

In all, an estimated 175,000 students are now being *directly* served by this one new federal program alone.

I know we are just doing our job, but I think that Florida's *county* school leaders, especially, deserve high commendation for the wonderful manner in which they have moved ahead under these new federal programs, to provide these services so desperately needed by so many of our youngsters.

At the close of the fiscal year, all 67 counties were engaged in projects financed under Title I of the Elementary and Secondary Education Act. In all, there were 165 projects totaling $27,478,937, the full allocation to Florida's schools for the 1965-66 fiscal year. All counties included remedial reading among their projects, and nearly all included improvement of audio-visual programs. Other areas receiving emphasis were: hiring teacher aides (60 counties), improving library services (45), extending health services (42), improving guidance and counseling services (35), providing in-service training for teachers (34), offering pre-school and kindergarten programs (32), expanding food services (31), upgrading art instruction (25), upgrading music instruction (25), and improving programs for handicapped children (17).

Although aimed at 175,000 economically deprived children, the Title I projects also benefited 500,000 other children who attend the same schools.

Excerpts from an Address by

LEROY COLLINS

U. S. Under Secretary of Commerce

It is a most worthy purpose that brings you here, and I share your excitement about it. . . .

I commend our State and all of you for what has been done, and for what you plan to do, in the education of the disadvantaged. The very fact that you are meeting here is evidence that Florida cares. Florida cares not just because we have hearts that bleed for the less fortunate. But, beyond this, because we respect our obligations and see in them opportunities for developing our human values here. . . .

While we have made tremendous progress in Florida, there is so much more that needs to be done. We have not yet come to grips with the totality of our responsibilities. And this can only come when the total leadership in our pluralistic society, private and public, acknowledges—openly and with conviction—that the job ahead belongs to us all. . . .

You will be deeply concerned in your discussions here with those whose place in society encourages a defeatist psychology which often prevents them from taking advantage of opportunities. These people lack the motivation or the capacity to cope with their problems and improve their status. . . . They are Negroes and white; they are people trapped in slums. They are rural people who have moved to the city. They are foreigners who have come to this land of promise which for them seems empty. They are poor. But they are individuals—and they are Americans. They comprise about 15 per cent of the U. S. population, as much as 20 per cent of the child population. . . . Their handicaps suggest a need for greater flexibility in curriculum, teaching techniques and classroom organization—for increased emphasis on tailoring the school program to meeting the needs of the individual student and letting him progress at his own optimum speed. . . .

A remarkable record of Federal assistance is being made. But I wish to emphasize that it is in the individual local community, whether New York or a cross-roads hamlet in Florida, where the need exists and where the prime corrective efforts must be made. The thrust forward will require local and state leadership—the kind of leadership which has the vision to see what needs to be done, the courage to advocate it in time and the ability to carry out effective programs to accomplish it.

State Superintendent Christian has summed up the Florida position very well by saying: "The people of Florida are dedicated to education above all, and to education for all." Working with this commitment, let us move forward to the better life which awaits us all.

. . . the job ahead belongs to us all

Excerpts from an Address by

DR. EDWARD R. ANNIS

Past President, American Medical Association

Part of the growth of our State, as we have recognized the importance of education to all our citizens and figured out ways to make it possible, has been due to the prevention of communicable diseases and the illnesses that used to keep us busy. . . .

We have had a complete change in our approach because of an enlightenment on the part of doctors and on the part of educators to the fact that new knowledge is of value only to the extent that it is understood and shared by the people for whom it was ultimately intended. . . .

Our great State Public Health Department has, with the cooperation of educators and doctors, done and continues to do a remarkable job in public health and preventive medicine. Through the cooperation of men and women in science, in clinical practice, those in our public health system and the health educators, this story has been brought not just to the students in our schools but also to their teachers and parents. In the dissemination of knowledge, we have had the help of many people in voluntary organizations such as the Lions Clubs and Kiwanis International and the PTA. The ministers have helped in their churches. . . .

Children need the spiritual and moral training at home, in the neighborhood, school and community environment. It is necessary to give them the strength to withstand the pressures in this life. . . .

Health is fundamental, both for personal happiness and economic success. . . .

These youngsters need your good example in health practices and in safety. . . .

Under Medicare there is a Title 19 under which we can provide, on the basis of federal and state matching funds, for the total health care of. . . the dependent children and children of low-income families . . . We have long felt that this is necessary . . . We will consistently support this . . . We will work with the Legislature to see that this law is implemented to the end that no one is denied medical care because of inability to pay. . . .

The County Medical Society is the level at which doctors share with teachers, public health workers and others the work of caring for these youngsters. . . .

And though, through our Florida Medical Association, we have an over-all governing body that advises the County Medical Society . . . the active work is done where you live, where you work, where you teach, where you practice. . . .

I know that I speak for the members of my profession when I assure you that where you have already had excellent cooperation from your local physicians in the past, you will again have it in the future. I know that where this doesn't exist, all you have to do is ask and it will be made available. . . .

I anticipate even more remarkable strides in the future than we have made in the past in taking care of the education of the disadvantaged of this State.

Excerpts from an Address by

DR. WILLIAM F. BRAZZIEL

Director, General Education, Norfolk Division
Virginia State College

I think the history books . . . fifteen to twenty years from now, when we begin to write what we have been doing right here . . .

- will record the present era as one where the vast and constructive social energies of the American people were directed toward developing a school system which can educate all children fully.
- will record the difficulties that some people are now having in differentiating between the deleterious effects of home and community and deleterious defects of highly inadequate school systems.
- will show final success as a slow painstaking shifting over of the gigantic enterprise that is the American school system.
- will record how we moved past the project stage in funding compensatory education to a steady flow of funds into the hands of a corps of well-trained, intensely dedicated people.
- will show that comprehensive efforts through broad cooperative programs finally won the day.
- will show that people became concerned about the deleterious effects of poor nutrition and how the potential for developing good cognition, a high IQ and good drive are hampered by improper prenatal care.
- will show increased opportunities in technical education and higher education which lead to business and occupational opportunities for all.
- will reveal the emergence of a new sociology in which the disadvantaged come to believe in and take advantage of opportunities for upward mobility.
- will record many facets of Florida's searching and probing and building as the state stepped out front to help show others in our fair country the way.

The chapters which follow are based on the reports of the recorders for small discussion groups at the conference.

CHARACTERISTICS AND NEEDS OF DISADVANTAGED CHILDREN

No single term adequately describes the disadvantaged child because there are many kinds of disadvantaged children.

The conference made no issue of the terms used to describe the population. It addressed itself to all children and especially to those who, because of their experiences or lack of experiences, come to school without a predisposition for learning; children who are, therefore, at an educational disadvantage in our schools as presently operated.

The disadvantaged child has developed, as a result of environmental influences on his life, a different style of learning, a different set of values and mores, a different, yet unique, language and skill of communication, a different motivational pattern, a growing negative self-concept and a questionable understanding of, and attitude toward, the world of work.

The educationally disadvantaged child is found in all walks of life, in all economic levels, in all races, in all sections of the country, in the slums, in the cities, in the suburbs and in rural areas. He is found, however, in greater numbers in the environment of poverty, in the large city slums, in the minority groups and in the low socio-economic strata of our society.

The disadvantaged child's family may evidence some of the following characteristics:

- a large poor family, living in crowded quarters, with limited formal education and job skills and little or no reading material in the home.
- a highly mobile family, often lacking a strong male image.
- a minority group family, living in a segregated area, with the attendant racial problems.
- a family often dependent upon public services to meet certain necessities (income, housing, medical needs, etc.).
- a family in which members enjoy being in each other's company and seem void of sibling rivalry and self-blame, but are limited in motivation and ego strength.
- a group characterized by intense loyalty to family, friends and "extended family".
- a societal pattern involving extreme self-sacrifice on the part of some members in behalf of others.
- a group exhibiting a sense of humor in the face of many otherwise overwhelming family crises.

Children from these families have been restricted in a great measure to the culture of their immediate neighborhoods. They have had little experience with adult "models" representing what society calls success. There have been few youth organizations geared to their needs and to which they may belong. They have not found school to be practical or flexible enough to meet their needs. They have had few really successful experiences and have often developed feelings of hostility, inferiority, hopelessness and lack of self-esteem.

The conditions of poverty and family life limit both the experiences for learning and the resources available to stimulate learning activity. An atmosphere is created from which differences in perceiving and thinking emerge.

- There is a concern for the immediate, and there exists a seeming inability to postpone immediate satisfaction while working for more distant goals.

- There is a concern for the concrete—things that can be touched, seen, tasted and smelled. Situations that can be experienced *now* hold interest and evoke response. In these areas they are creative, motivated and proficient.
- Cause-effect relationships seem difficult for them to understand. They do not see themselves as responsible for their own destiny and do not value hard productive work unless there is a specific immediate reward.
- There is an apparent distrust of the school, teachers and counselors.
- There is a different style of learning (see page 16).

Conditions of poverty, the lack of knowledge of child growth and development, inarticulate language usage and the limited education of parents, coupled with the child's limited interaction with the larger community outside of his immediate neighborhood, have resulted in the development of a language quite different from the (formal) language expected in school.

The language of the disadvantaged child is sometimes characterized by a few words, incomplete sentences, gestures, facial expressions, head movements, shrugs of shoulders, and unusual pitch and intonations. A single term such as a "whatchamacallit" or "thing" may be used to designate many different objects. When attempting the language of the dominant culture, the child seems shy and inhibited. However, when he is with his peers in a free and uninhibiting environment, he is very fluent and communicates exceedingly well. His language, though unique and colorful, is inadequate for communication outside the family and immediate neighborhood, and this places the child at a disadvantage. Consequently, he needs to learn standard English almost as a second language.

The disadvantaged child has many special needs. The following list compiled by Dr. L. L. Boykin describes in detail these needs:[1]

[1] Taken from the address, "The Characteristics and Needs of the Disadvantaged," prepared by L. L. Boykin for the Florida Eleven County Project on Improving the Education of the Disadvantaged. August 14, 1965, Tallahassee, Florida.

The disadvantaged have all of the needs of normal individuals, plus those growing out of their social, economic and cultural positions. From the unique characteristics previously mentioned, it is perhaps evident that the disadvantaged have such special needs as the following:

1. A more positive orientation to the academic aspects of education.
2. Experiences that will enhance their perceptions of self, and increase their motivation for academic achievement and desirable classroom behavior.
3. To be challenged by realistic standards of achievement rather than...by an environment in which standards have been lowered.
4. Materials more attuned to the experiences and problems of lower socio-economic groups.
5. Opportunities and experiences that will enable them to be more efficient in "school know-how"—how to study, how to ask and answer questions, how to relate to the teacher, and how to take tests.
6. To be shown that ideas and theories have practical merit.
7. Wide environmental contacts that will utilize their physical interests as avenues toward abstract thinking.
8. Increased masculinization contacts and experiences.
9. Greater home, family and school security and protection.
10. To learn great respect and obedience for parents.
11. Greater respect, not love, from their teachers.
12. Opportunities and experiences to work more with things than verbal symbols, etc.
13. Practice, motivation and rapport when it comes to taking tests, etc.
14. Special remedial classes of five or six pupils each, so as to improve their basic reading deficiencies.

15. An intensive cultural program to acquaint them with good music, art, etc.
16. Good counseling services to provide guidance concerning vocational opportunities, going to college, and career possibilities.
17. To learn about the world of work and to develop positive attitudes toward various kinds of occupations.
18. Experiences in special nursery school programs or concentrated effort in kindergarten and special emphasis on reading instruction in the early grades to compensate for the lack of skill-building experiences which most middle-class boys and girls often encounter before they can walk.
19. Experiences with talking, reasoning, reading, storytelling and with adults who value education and will encourage their curiosity.
20. Experiences and opportunities to play with many complex toys, puzzles and games.
21. Textbooks and other materials to correct and counteract the misinformation and lack of information about themselves.
22. Teachers and counselors who are aware of the needs and problems of disadvantaged youth and who will attempt to see that they get the same rewards and recognition as middle-class children do for comparatively the same manifestations of ability.
23. To overcome the distrust of the school, teachers and counselors.
24. Re-orientation of outlook and for opportunities to discover and develop their potentialities.
25. Appropriate opportunities to become knowledgeable with their own potentials and possibilities.
26. Special help in developing good habits and better understanding in regard to personal hygiene and grooming, social adjustment, vocabulary, speech, applying for jobs, filling out applications, interview behavior, and pointers; diet, medical and dental care, study habits, and numerous other social skills which most boys and girls acquire unconsciously by virtue of their environment.
27. Special orientation and adjustment programs to help them learn the ways of the city, and of urban schools, when migrating from rural areas.
28. A new sense of identification with and genuine contact with general American culture.
29. To be placed properly in the environment where they can succeed and rapidly enough not to delay their normal progress or adjustment to school.
30. A new type of educators, especially administrative and specialized personnel, who understand them and their parents.
31. The attention of skilled and understanding teachers—teachers who understand the impact of their own attitudes, values, backgrounds, behavior and personalities on learning and teaching.
32. Adequate reading ability and skills—a sense of what reading is, and a motivation to read.
33. Learning activities that are not beyond what can be accomplished with reasonable effort.
34. A curriculum so organized that they can progress at their best individual rates, and a school flexible enough in organization to allow this kind of progress.
35. Freedom from fear of embarrassment involved in new experience.
36. Programs of part-time work and part-time study.
37. Opportunity to experience a fair measure of success and failure.

Report to the U. S. Office of Education on State Regional Conferences as a Follow-up of the National Conference on the Education of the Disadvantaged (Purchase Order #1027-99-7)

In accordance with the Florida Department of Education's proposal to the U. S. Office of Education dated September 21, 1966, ten regional conferences on the education of disadvantaged children were held in September and October, 1966. This brief preliminary report of the conferences includes the agenda, names of consultants and professional staff, number of conferees by selected job classification or agency and some of the issues raised.

Agenda: The general format for the drive-in conferences included a speech; small discussion group meetings; a leadership session, involving local education agency's directors of instruction, OEO representatives, Title I coordinators, and project planners; and a reporting session which included group reports and a summary statement by the speaker. Sample programs of each conference are attached as Exhibit I. The numbers on the programs merely represent an administrative device for organizing the conferees for group work.

Consultants, Speakers and Staff: Each group discussion was led by a resource consultant and the speaker at each conference served as a roving consultant, along with a representative from the Atlanta Office of the U. S. Office of Education. To facilitate the work of the group, each participant was provided a copy of the Education For All booklet which was a summary of Florida's statewide conference; a copy of "A Chance For A Change," Office of Education publication, #OE-35084; and two bibliographies.

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Three copies of the following publications were mailed to each LEA for study by conference participants:

"A Schoolman's Guide to Federal Aid, Part II." A Reprint from December, 1965 issue of School Management Magazine.

"Education - An Answer to Poverty," Published jointly by the U. S. Office of Education and Office of Economic Opportunity

"National Conference on Education of the Disadvantaged," by the U. S. Office of Education

The consultants received and used the report of the National Conference and the report of the statewide conference in the discussion groups.

A composite list of consultants, speakers, and State Department staff members used at the conference is included as Exhibit II.

Attendance: Involved in the conference were university personnel, personnel from the State Board of Regents' Office for Continuing Education, teachers, principals, Title I coordinators, and project planners, LEA supervisory personnel, health and welfare agency representatives, representatives from the Office of Economic Opportunity, and, in several instance, interested lay citizens.

A total of 1,697 conferees registered at the conferences. Of this number, classroom teachers were best represented with 608, followed by principals with 445 in attendance. This is evidence of involvement at the grass roots level.

A breakdown of attendance by agency representation or job classification is reflected in Exhibit III. Also included is a list of actual participants, their job titles and addresses for one of the

conferences. These lists are available on each of the conferences upon request.

Issues: In order for each participant to have the opportunity to discuss his particular concern with the group, the structuring of the discussions was limited to the following discussion questions:

1. What are the problems involved in providing effective programs for disadvantaged children?
2. What can we do about these problems?
3. How do we go about getting the job done?

A review of the speeches and group discussion reports indicated that the recurring issued involved goals, personnel, program development, communication, and instructional methods and materials which meet the unique needs of educationally disadvantaged children. The following questions which were raised and discussed are indicative of these issues:

1. Do all who are involved in, or are affected by, the local programs understand and support the goals of the program?
2. Are the goals of the local program consistent with the overall goals of education?
3. Are the goals of the program based on the characteristics, needs, and strengths of the disadvantaged child?
4. How can the personnel involved in the program develop a positive attitude toward the problems of the disadvantaged child?
5. How can personnel develop confidence in their ability to provide effectively for the needs of the disadvantaged child?
6. How can personnel develop a firm commitment to the program?

7. In recently desegregated schools in which the percentage of disadvantaged children enrolled has increased sharply, how can the personnel be helped to adjust to the problems which accompany this increase in percentage?

8. What types of in-service and pre-service experiences enhance the teachers' effectiveness in working with the disadvantaged child?

9. How can higher education help to better prepare personnel to work with the disadvantaged child?

10. How can personnel be encouraged to see themselves as change agents?

11. How can community agencies, teachers, representatives from the ranks of the disadvantaged and all others, who can affect, or be affected by the program, become involved in cooperatively planning the program?

12. Are present programs truly innovative or "more of the same"?

13. How can Title I efforts avoid being segmented and become an integral part of the total instructional improvement program?

14. How can communication within each agency and among the many agencies, including the U. S. Office of Education, the State Department of Education, the LEA, and the local schools, be improved?

15. How can cooperative efforts between education agencies and other agencies which may render services to the disadvantaged be strengthened?

16. What steps can be taken to encourage news media, education officials, and personnel in the program to correct the prevailing stereotype of the program for educationally disadvantaged as being for the poor?

17. How can better feedback from local school personnel be secured and utilized?

18. How can teachers and program planners be helped to develop instructional strategies which capitalize on the strengths of the child's learning styles?

19. What constitutes a rich diversified learning environment which facilitates individualized instruction and how can this environment become a reality?

20. What problems are involved in the teacher development of materials geared to the needs, interests, and background of experience of the child? How can we overcome these problems?

21. In purchasing materials for use with disadvantaged children, what criteria guide our selection to insure its appropriateness and adequacy?

PERSONAL-SOCIAL DEVELOPMENT

Education, when viewed from a broad perspective, is concerned with helping each child to achieve his highest potential. Personal and social development, self-image, motivation and health are powerful determinants of the direction and extent of the child's efforts to attain success at school. When education enhances these factors, it enables the child to make full use of the opportunities available to him.

On this basis, then, all programs designed to improve the education of disadvantaged children are more likely to achieve their objectives when the procedures employed are pervaded by activities that aid the participants in developing positive self-concepts, physical stamina, health, attitudes, values and behaviors requisite to the acquisition of knowledge or skills.

One of the characteristics of lower socio-economic groups is that they seek to gratify desires immediately. Often it seems that they are not able to work for postponed gratification. The worker, for example, will go out on Friday night and spend his entire paycheck on a night of drinking. This is the very person who believes that he could be happy if he could only own a truck. He is, however, completely unable to save and to plan for buying that truck. It is difficult to teach children to handle their resources properly when they observe the adults in their society wasting their substance. The modern days of easy credit and the blandishments of Madison Avenue do not make it easier for educators to counteract this influence.

Perhaps the school has compounded the problem by being overly concerned with what is being given to children. Although giving brings much satisfaction to those who are doing it, it may not be best in the long run for the child. He should be a partner rather than an apathetic recipient. Only by being encouraged to do his share can the child learn the value of that which he receives. We must consider whether or not it is good that free meals be given to a child if he is not given an opportunity to contribute work commensurate with the cost of the meal he is getting.

Plans should be made for effective parent involvement. Many parents welcome suggestions which help them gain self-understanding and real knowledge of their children's needs and motivations (child growth and development).

There are many subtle but damaging ways in which both parents and teachers unintentionally set the stage for frustrations and negative self-concepts in children. One frequent way is the denial of the opportunity for the child to develop faith in himself and in his perception of things and of his own feelings. An adult's overzealous interpretation of what a child should see in modern art or in the world about him, and even in what he should feel physically or emotionally, brings forth statements such as: "You *should* be able to appreciate this painting—notice the beautiful colors," or "Yes, you *are* hungry and it is time for you to eat." This denial of what a child feels, hears or thinks can make him afraid to trust his own emotions and conceptions of reality. Parents and teachers must learn ways to give validity to the child's perceptions in order to give him a sense of worth and dignity. Then, too, there is the failure to give the child the opportunity to face reality and to be held responsible for his actions. Some adults spend most of the time "telling" the child about reality rather than helping him develop his own perceptions.

Work is the central theme in our society. How does one come to believe that work is valuable? One way that work orientation may be developed is by identifying with a parent who works and who likes to work. If there is no adequate role model, the individual may not develop the idea that work is good. The disadvantaged child often lacks this role model.

It is understandable that one of the greatest problems disadvantaged children face in their efforts to succeed is their inability to act and think and work in ways that are demanded for success in school and in society. A point that has most recently been stressed in discussions about these youths has been the responsibility of society, and of the school itself, to learn to appreciate the ways of disadvantaged persons instead of just demanding that they conform to the majority patterns, which are often termed middle-class values. However, even though it is imperative that the school respect these children and their manner of doing things, it is equally urgent, if disadvantaged children are to achieve maximum success in later life, that they be given opportunities to learn to adapt and adjust to a world that works on terms different from their own.

Such changes in perception and behavior are dependent upon the improvement of the child's self-image or self-concept. The self-concept, as defined by Snider in the December 1965 *Clearing House* is "the organization of qualities the individual attributes to himself in varying situations. The individual's behavior is largely determined by his self-concept, which emerges from the social situation in which he participates." Research has shown repeatedly that a child with a positive attitude toward himself will do better in school than one who has a poor attitude toward himself—even when both have the same measured ability scores. The "self-fulfilling prophecy" is a term which has been applied to the phenomenon by which people become what others expect them to become. If others expect a child to develop into a lazy, stupid adult, he most likely will live up to their expectations. Since the individual's self-image is of such importance, it should be the focus—not of a structured, oversimplified, prescriptive program that excludes good, warm human relationships—but of a program that involves a deep understanding of and consideration for the "feeling" needs of the individual child on a "one-to-one" basis from "minute-to-minute" with emphasis on the "here and now" change in his self-image.

If positive steps are to be taken to improve the child's self-image and assure adequate personal-social development, teachers must first come to grips with their own problems and become cognizant of their own strengths and weaknesses. They must be objective and persistent in efforts to understand themselves and their influence on children.

Teachers must learn to handle skillfully, rather than deny, the existence of negative emotions in dealing with children. They should state their true reactions to negative behavior in the child without attacking the child's personality and character. As teachers translate the principles of child growth and development into concrete action, they will gradually develop a positive attitude toward all types of behavior. Good-will will be created, and patterns of communication between the teacher and students will be changed to the extent that consideration is shown to the child in all situations.

The teacher who is skillful in warm interpersonal relationships is one who has a keen awareness and depth of understanding of the sub-cultural groups in each community and the values held by members of these groups. Systematic home visitations may be a means not only of establishing a better understanding of the educationally disadvantaged child, but also a means of involving the parents of all children—upper, middle and lower class—in appropriate educational tasks designed to help their children adjust better to school.

The school program should provide many experiences designed to teach each child to react favorably and positively to

negative life situations and to learn to accept failures as a part of living rather than as his lot in life. In short, the school should help him to disassociate failure from personality. Enrichment experiences should be planned with certain basic assumptions in mind, based upon the resources available and the purpose to be accomplished. Vicarious experiences through reading and various other audio-visual means should not be overlooked as a rich and varied source of enrichment. One very important purpose of all enrichment experiences should be improving the "internal communication" of each individual, so that there will be a sort of self-confrontation which will lead to better understanding of himself as a person. He should come to know his drives, motives, interests, talents, strengths and weaknesses. This knowledge will lead, hopefully, to improvement of his self-image and to enjoyment of life.

While praise may have a positive influence, it may also, if indiscriminately and unwisely used, produce anxiety and a feeling of being unable to live up to expectations. It may promote feelings of inadequacy instead of building a good self-image. The activity should be praised rather than the child's personality and character trait, as the latter may be more dangerous than good, especially if the motives for praise are not clearly understood, or if the child feels unworthy of the praise given. Excessive and extravagant praise should be avoided in most situations, as this may appear to be a form of insincerity.

All programs directed toward building self-image and motivation and enhancing personal-social development should be based upon consideration, concern and love for the child and a genuine interest in his well-being, bearing in mind that it is not just the disadvantaged child who has such needs, but all children. Children are often deprived of these attitudes on all levels of society—from the very rich to the very poor.

It is, however, among the educationally disadvantaged that physical handicaps are most common. A child from an impoverished family is more apt to suffer from malnutrition, frequent and severe colds, vision and hearing losses, neurological problems and serious diseases.

In the classroom this child often sits listless and inattentive—physically unable and emotionally unwilling to sort out meaning from a world viewed as distorted and indistinct. Apathy and disinterest may be caused by either physical or emotional problems, or both.

The school, long concerned with problems of health, is now called upon to take a leadership role in coordinating the services of all available community agencies for the purpose of:

- identifying problems of health at an early stage in the child's life.
- assuring the correction of these difficulties.
- working more closely with the home in establishing an extensive preventive program of health and safety.

Beyond this, the school must provide an environment in which good health and safety practices are never ignored, for the child learns early and well by example.

IDEAS FOR FURTHER CONSIDERATION

The problem of motivation has been one of the most difficult in education from the days when instruction first began to be analyzed. As schools come to grips with attempting to motivate young people whose values are not similar to those of the average middle-class child, consideration must be given to new aspects of this age-old problem. It may be constructive to attempt some informal research on the most effective ways to achieve the emotional concomitant to intellectual stimulation, which has for so long been termed, for want of a better word, *motivation*.

LEARNING STYLES

If the school is to become a more forceful influence in the life of the disadvantaged child, improved methods for gaining insights into variations in learning styles are essential.

Although disadvantaged children exhibit as wide a variety of learning styles as would be found in any group of children, there are several characteristics which are most typical of the disadvantaged child's style. He is more likely to:

- learn best through motor or visual approaches, rather than aural.
- be content-centered rather than form-centered.
- be externally oriented rather than introspective.
- respond to material incentives rather than non-material.
- be problem-centered rather than abstract-centered.
- use inductive reasoning rather than deductive.
- be slow, careful, patient and persevering (in areas of importance) rather than quick, clever, or flexible.

Teachers who work with these children should be well-grounded in child development and learning processes. Their concern for the learning styles of children will be expressed by the ways in which teachers provide for:

- the autonomy of the learner.
- the uniqueness of the individual's manner of perceiving and experiencing the world.
- boy-girl differences in perception.
- the incorporation of new experience and its degree of congruity with what is already known.
- sensory and experiential bases of meaning and the influence of limited environment upon visual and auditory discrimination and upon conceptualizing.

The curriculum for the disadvantaged child should be such that instruction is tied to real life experiences with frequent use of motor-oriented activities related to tangible, concrete ideas. From these experiences there should emerge an expanded environment and an increase in verbal communication. The implementation of a program of instruction which will be geared to the learning style of each child will require: (1) wider expectation of how and when people learn, (2) more effective diagnosis of learning needs and interpretation of the diagnosis in connection with other information about the child, (3) a variety of learning media, (4) extensive direct experiences, (5) release from constricting time schedules, and (6) freedom from a lock-step system which obstructs attempts at self-pacing.

IDEAS FOR FURTHER CONSIDERATION

Teachers will find reassurance and challenge in what is now known about learning styles as they realize that many of their teaching strategies are soundly based and should be continued. Others may need modification, and still others will need to be discarded in favor of more satisfying procedures. It can be anticipated that teachers will become more versatile and flexible, and that organizational and administrative policies will be evolved, as instructional plans which enable disadvantaged children to utilize their technique-learning styles are developed and implemented.

TEACHER AND LEARNER

It is acknowledged that for many years the problems associated with providing effective teacher-learner classroom situations for disadvantaged children have not received the attention they merited. Nevertheless, a sound beginning has been made, and many things have been learned which will be of value now. Research will be continued and, hopefully, the findings will be analyzed, evaluated and utilized in subsequent innovative efforts to improve this most important aspect of school.

Research has established that the teacher for any child, whether advantaged or disadvantaged, acts as a guide to an understanding of formal knowledge. But in contrast to teachers of other children, the teacher of the disadvantaged child must also be responsible for helping his students gain many basic informal understandings that are assumed already to be a part of the knowledge with which middle-class youngsters come to school.

Moreover, much more than teachers of middle-class children, the teacher of the disadvantaged often stands as the most significant model, if not the only one, to whom the students can look for a successful example of how to act, how to think, and how to learn. This is probably because the teacher is the one person from the "successful" part of society with whom these children have the most direct, most intimate and most continuous contact. Thus, the approval or disapproval of the teacher assumes a much more important role in the life of the disadvantaged student. By approval, the teacher can encourage and stimulate students to attempt and maintain radical changes in their ways of behaving and perceiving—changes which are necessary if the students are to be raised from their disadvantaged status to one of equality.

Although vast differences exist among educationally disadvantaged children, there are some relatively common traits which are of importance to the teacher-learner situation. Identifying characteristics of the disadvantaged child include his mode of learning, the values and mores he has learned from his social environment, the unique language and related communication skills he employs, and the concepts that have emerged from his perceiving of the world.

These characteristics have significance for the formulation of classroom situations through which the children reach their full potential. They suggest modifications in teaching strategy in order for the learners to utilize their own modes of learning and learn to learn in other ways.

Available knowledge indicates a need for improved curriculum and instruction which provide for:

- exploration of the physical and social environment.
- conditions that require and permit the child to explore, question avidly, express his thoughts and feelings, solve problems, see relationships.
- massive doses of first-hand experiences, and use of concrete materials.
- situations structured to promote cognitive processes, concept building.
- involvement of parents.
- study of the long ago and far away.

- increased and improved study of the humanities and other fields of knowledge.
- language development and improvement in communication.
- development of the values which undergird moral and spiritual growth and appreciation of the cultural and national heritage.
- successful, cooperative experiences to bring the learners into the mainstream of school and community life.

A sense of worth and belonging and a feeling of success are essential. Therefore, using the life experiences of these children, rather than merely attempting to orient them to traditional school experiences, will motivate learning. Both verbally and non-verbally, the teaching-learning situations must communicate messages of security and challenge:

- Take your time; we can wait.
- Don't be frightened; this is a friendly place.
- Share your knowledge; it counts.
- Don't be an answer-getter; be a problem-solver.
- Use your power to learn; it works.
- Welcome mistakes; they're part of learning.
- Reach out for the new; we'll support you.

IDEAS FOR FURTHER CONSIDERATION

The problems identified reflect an awareness of the desired outcomes, an eagerness to reach them and a need for assistance with specific aspects of creating more effective teacher-learner situations. As there is a need for definitive knowledge in this area, teachers, schools, and school systems may utilize well-planned action research and empirical studies to:

- extend and deepen understandings of each child, determining what the child knows, what he is interested in learning, his perceptions of the world about him, and the nature and extent of his inter-personal relations and needs.
- discover a variety of teaching strategies that enable teachers to help children effectively utilize their own learning styles.

When curriculum content, textbooks, commercial learning aids, evaluation instruments and teaching techniques are adapted to the children's needs, interests and maturity, and when their experiential background, strengths, learning styles and talents are capitalized upon, the classroom situation will be characterized by individualization and diversification.

Imaginative new teaching procedures are likely to become widespread as class size is reduced; as time is provided for curriculum development activities and for in-service training through which teachers may learn new approaches and new content; and as a climate which encourages creativeness and experimentation prevails.

AN EARLY START

The child who lives in the midst of conditions of material, intellectual, emotional and social impoverishment suffers experiential gaps and develops attitudes and habits that can block achievement in learning tasks. Purposeful self-direction, self-control and the ability to solve problems systematically are usually not part of his behavioral repertoire. Concepts may be grossly inaccurate or non-existent, while language to express ideas may be faulty, non-standard or missing. Much of what he will experience at school will be foreign, difficult and lacking points of reference in his previous experiences. These disadvantages develop and grow during the pre-school years, as the child develops and grows.

A strongly recommended approach to improving opportunities for learning for the educationally disadvantaged is that of early intervention. This approach is based upon the belief that the early years of childhood are the most crucial years for learning, and that organized, meaningful experiences during the early years can prevent problems which interfere with learning and can increase opportunities for success. Thus a balanced program of early intellectual stimulation and enrichment is a hopeful approach to providing varied, rich and concrete experiences through which young children may develop:

- positive concepts of self.
- muscular coordination.
- the oral language and speech patterns of general usage.
- concepts basic to understanding relationships, such as cause and effect.
- ability to think and reason logically.
- openness to experience.
- an interest in learning, a desire to learn.
- ability to get along with other children and adults.

As it is acknowledged that early intellectual stimulation is needed by all children in our society, so each child should have the opportunity to participate in a program that will respect his total development and individual differences. The nature of such intervention must be subjected to close study, keeping in mind that early stimulation is not merely a means of "getting children ready" for first grade.

Respect for the wholeness of the development of each child requires an awareness of the interrelatedness of social, emotional, psychological and intellectual factors as an understanding of the influence of the child's total environment on his development. The content of the program will systematically provide for the intellectual development of each child if it is based on a full recognition of the need for implementing knowledge of the learning process and of the learner. When the content of the program is developed within this frame of reference, it will have clearly formulated purpose and plans for evaluation consistent with the needs of the children to be served.

There is anticipation that children who have been involved in these programs will place increasing value on learning and on "school." Language growth will be facilitated. Knowledge will be increased and meanings extended. These are *first* learnings, and all subsequent years of school experience will foster these same learnings.

IDEAS FOR FURTHER CONSIDERATION

As educators may be thought to be still in the experimental stages of confronting the problems of early intervention, many questions have not been resolved. It has not been determined, for example, at what age intervention should occur in order to be most effective. Nor has the nature and extent of the intervention program been decided.

It is essential that those to whom the responsibility for early intervention is given shall regard themselves as pioneers. They will have to seek answers to such questions as:

- What shall be considered appropriate content for early intervention programs?
- What guidelines shall be established to assist those who are conducting early intervention programs?
- What shall be recommended about group size?
- What personal qualifications shall a staff member need to work effectively in such a program?
- What kinds of preparation will be needed for staff members?
- What kinds of sub-professional personnel may be assigned to early intervention programs?
- If sub-professionals are to be used, where may they be used best?
- What kinds of in-service experiences should be provided for staff members who serve the early intervention program?
- In what ways will the community participate in early intervention programs?
- What kinds of preparation for such participation shall be made for the community?
- What provisions need to be made for evaluation, both of the program itself and of child growth within the program?
- How can we follow those children who have been enrolled in early childhood intervention programs in order to determine what effect such experiences may have in later education?
- How can parents be made to feel a part of the program and contributors to the welfare of their own children, as a by-product of this endeavor?

COMMUNICATION SKILLS

One of the first tasks in the improvement of communication skills is the early identification and correction of the physical obstacles to language development, such as eye defects, hearing losses, malnutrition and neurological problems. If communication skills are to be improved, oral language development activities necessarily must have high priority and be guided by ideas founded upon past experiences.

- Language is deeply personal, as well as social, and must remain so.
- Oral language precedes and buttresses written language development.
- Many and varied opportunities for using language are needed.
- Activities and procedures must make sense to the child.
- Function and form are interrelated *but the former takes precedence.*

Communication skills are more likely to be improved if:

- special personnel, such as speech improvement and reading teachers, are available on the county level, and in the local school if possible.
- pupils remain with the same teacher during the primary grades when the basic mechanics of reading are being mastered.
- reading materials portray:
  - *a.* a pride of workmanship.
  - *b.* a good, strong family life.
  - *c.* different races and groups.
  - *d.* people of the child's own race or ethnic group who have risen economically and socially.
- language development is accelerated by:
  - *a.* introducing new words and concepts *concretely* into the child's vocabulary.
  - *b.* accepting his manner of expression, encouraging him to elaborate and refine his ideas and to state them in complete sentences.
  - *c.* giving definite help in expressing his ideas in the language of each of the four levels of usage and in choosing the level most appropriate for specific occasions.
  - *d.* putting less emphasis on formal grammar at the junior and senior high school levels and greater emphasis on oral language development and composition.
  - *e.* emphasizing speaking and listening at all grade levels.
- a system is devised for maintaining accurate and up-to-date records and transmitting them promptly as the child moves from place to place.

A major problem which must be attacked is the provision of appropriate curricula based upon the experience of these children. Although the communication skills of reading, writing, listening and speaking must be learned, the teaching approach should be mainly oral. A lack of reading background compounds communication difficulties. By habit, many disadvantaged children tend to acquire most of their school learning by the spoken word. To reach them, speaking and listening must be used initially as major modes of communication. Gradually, as their other language skills improve, they should gain greater ease in the complex skills of reading and writing. Not only must the method of approach be adapted in order to utilize the pupil's strengths as means of overcoming his limitations, but the content of each area must be similarly adapted.

Any attempt to provide a program designed to improve communication skills of the educationally disadvantaged child must resolve problems of testing. Most of the presently available evaluation and testing tools are quite inappropriate for this child. Tests of intelligence and reading readiness which give heavy emphasis to the vocabulary, or verbal factor, tend to markedly underestimate the actual capacities of the disadvantaged child, which might be realized with adequate instruction. Then, too, as such children are usually more fearful of strangers, less self-confident, less competitive in the intellectual realm, less exposed to intellectually stimulating materials, they often respond poorly in testing situations, particularly to timed tests.

Until more appropriate tools are developed, school systems should establish local norms based on this specific population. Furthermore, every effort should be made to eliminate tests which can be shown to be largely dependent upon cultural experiences. Those involved in providing programs for educationally disadvantaged children should bear in mind that simple decisions about the educability of members of this group based upon common intelligence, aptitude, or interest are almost impossible.

IDEAS FOR FURTHER CONSIDERATION

The teacher's speech pattern and his ability to create a pleasant inter-personal climate strongly influence the pupil's improvement in communications.

The nature and extent of reading readiness programs for disadvantaged children should be directly related to the needs, strengths and maturation of the children to be served.

Oral reading of good literature is a significant means of facilitating language development.

Plans for the improvement of communication skills must take into account the close relationship between the child's experiences, thought processes and language.

PARENTAL INVOLVEMENT

Although education is often thought of in terms of the instruction that takes place within the classroom, it is likely that the most significant educational experiences take place before the child first attends school and during his out-of-school hours. Further, it has long been recognized that, before the child arrives at school, he has acquired a feeling about education which has begun to shape his expectations about the nature of school and schooling and what his role in the process will be. Much of his feeling stems from his parents, who have a tremendous influence on the child's view of the world as friendly or hostile, understandable or confusing, controllable or overwhelming.

Conditions prerequisite to efficient learning may be created in the homes when parents know how to encourage, stimulate and guide their children in a manner that leads them to:

- have favorable attitudes toward school and toward learning.
- acquire oral language facility.
- enjoy books and good literature.
- ask questions, search for answers, and understand relationships, such as cause and effect.
- develop the skills and attitudes basic to success at school, such as learning to complete a task.
- extend their contacts with the world outside their neighborhood.
- formulate goals and plans for the future and take advantage of school experiences which contribute to their realization.

In general, children usually cling tenaciously to their family loyalties and values. No attempt should be made to separate the child from his parents emotionally. If the educational program is to have a significant effect on children's motivation and values, it must strengthen and change the family's interaction with its children, and help parents realize that adults do not have to be well-educated to be intellectually stimulating to young children.

Many of these parents are vitally interested in their children's education but are not informed about their role, or they are inept in executing it. In order to modify the family's educational atmosphere, effective communication must be established between the home and the school. The school must reach out to parents, since most of them hesitate to approach the school. Finding the best means of communicating with parents requires exploring all possibilities:

- Periodic home visits by teachers, volunteer parents or school social workers.
- Informal, small-group parent meetings, planned by the parents (on a classroom or grade-level basis), should provide excellent opportunities for interchange.

- Newsletters (with a controlled reading level) should serve not only as a means of keeping parents informed of what is going on at school, but also to suggest supplementary activities for parents to engage in with children and opportunities for social experiences designed to promote family togetherness. A "letters to the editor" column would make it possible for parents to communicate with the school and with other parents.
- Parent-teacher organizations should deal with problems of interest to parents even though they are not closely related to the school's immediate concerns (consumer buying, mortgages, voting). When feasible, meetings should be planned to avoid complicated business sessions and money-making projects which are barriers to communication.
- "Family style" field trips and picnics will foster parent ties with the school and other families in the neighborhood.
- Parents should be involved in the school program through activities such as talking to classes about their jobs, assisting in special programs such as HEADSTART, participating in school beautification projects, and working in the library.
- The press, radio, television, public health nurses, school-home social workers and the children themselves should be recognized as vital to a thorough, effective and far-reaching communication system.

School programs will achieve a greater degree of success when the child's parents understand what education is all about and why the child is there. As parents understand and feel that they are significant participants, they will help the child understand. Schools must capitalize on the interest most parents have in their child's education by helping them know how to implement their aspirations for the child.

Inasmuch as communications foster parental understanding and begin to develop close working relationships between parents and teachers, it may be expected that increased contact with parents will give teachers greater insight into the child and his environment, information which will open new avenues of working with the child. Parents need to learn what the teacher is doing with the child and why, and how to assist their child's learning outside the school. As this is accomplished, teachers and parents may cooperatively explore approaches that involve parents in meaningful, concrete activities which contribute to their children's education. Under these conditions, parents may become increasingly effective in:

- fulfilling their pledge to cooperate with the school by:
  - *a.* carrying out the activities suggested (by the school) on the parents' checklist (such as provide a quiet place and a quiet time for the children to do homework or pleasure reading).
  - *b.* making certain that their children do their homework.
  - *c.* tutoring their children and others in a planned tutorial program; after the master teacher has trained the parents, they follow the teacher's instructions.
  - *d.* reading suggested books and stories to their children.
  - *e.* providing new or used books, magazines and newspapers for the children and adults, and making certain they are read.
- increasing children's awareness of and sensitivity to things and events in their immediate environment through walks "around the block"; noticing things—such as street signs, house numbers, lampposts, manholes, mailboxes, cars, buses, service stations, supermarkets, people, nature—is a first step in learning; questions and conversation about that which is observed stimulate thought and increase vocabulary.

- participating with teachers and children in setting and understanding short-term, reachable goals in order that the parents may recognize their progress and help them grow.
- expressing their ideas when involved in the development of school policies and curriculum planning. Although formulation of policies is a major responsibility of educators, parents should be made aware of their role in this important area. Those policies which parents have even a small share in shaping are more readily followed and supported by those parents. In the final analysis, only goals conceived partly by parents, children, and educators are in any real sense attainable.

IDEAS FOR FURTHER CONSIDERATION

Extensive parental involvement in and parental support of the educational enterprise is more likely when satisfying interpersonal relationships exist among teachers, administrators, parents and children.

All programs for disadvantaged children should include provisions for involving parents in concrete, meaningful contributory activities.

Parents and children may be very effective in involving parents who do not respond, and in involving community organizations and local agencies in support of compensatory education programs.

The effectiveness of parent involvement may be seen in changes in the attitudes of parents and children, as well as in the extent of their follow-through in situations not under the control of the school.

OUT-OF-SCHOOL ACTIVITIES

Along with recognition of the influence which parents have on the child's learning, there has been a growing realization that the school, within the four walls of the classroom, is unable to provide an adequate education for the disadvantaged child. Consequently, educators have begun to consider an extension of educational experiences during out-of-school hours. As it is acknowledged that experiences related to the out-of-school lives of children are extremely influential, it is reasonable to assume that these experiences will be more beneficial if they are appropriately planned, oriented and implemented. But how? That is the basic question.

From the review of successful programs, it is evident that there is no single answer to the question. It is apparent, however, that the planners were guided by some basic principles. Of prime importance in the development of a program of out-of-school enrichment experiences are:

- an analysis of the needs and available resources.
- cooperative, imaginative planning which includes parents and all others involved in the program.
- specific task-oriented training experiences for persons responsible for the execution of the program.
- an abundant supply of appropriate materials and full utilization of community resources.
- adequate supervision of the activity.
- evaluation of the program, including the learning outcomes and emotional responses.

Out-of-school enrichment programs may concentrate on one or more of the following approaches:

1. Tutorial programs which are conducted at school, in the home or community center with older pupils, college students, volunteers from the community or parents serving as tutors, after they have been prepared for this responsibility by master teachers, who also assign and supervise the tutors.
2. Enrichment programs that utilize the community organizations to provide trips to zoos, museums, concerts, plays, art exhibits and other places of cultural benefit.
3. Coordination of activities sponsored by youth-serving agencies and organizations such as Scouting, Big Brothers Inc., Junior Red Cross, municipal recreation department, college students and VISTA.
4. Independent study programs specifically designed to guide an individual pupil in the pursuit of his hobby or special interest.
5. After-school study centers where children may read, do their homework, engage in organized recreational activities, develop hobbies or acquire new skills such as sewing or typing.
6. Summer enrichment programs that provide personalized approaches (non-credit) to science, art, music, literature.

7. Afternoon, Saturday or summer exploratory work experiences specifically chosen to broaden the child's understandings of the world of work and its requirements for success.
8. Parental involvement in planning wholesome out-of-school experiences appropriate for their children, fully utilizing the services and resources immediately available to them; in these experiences, the parents themselves are the adult leaders or guides.

Reports of projects which involve the foregoing experiences indicate that the growth of boys and girls has been accelerated by the approach utilized. In every case, it was noted that their personal and social development was enhanced.

Some of the concomitant values that ensue from utilizing older children and parents as tutors are:

- The self-concepts of the tutors are enhanced by their engagement in a purposeful experience.
- The instructional relationship between parent and child also may help improve the climate of the home.
- Student tutors may receive the financial assistance necessary if they are to remain in school.
- Student tutors may be motivated toward improved academic achievement and eventually toward teaching as a career.
- Boys and girls receive individual attention from someone who cares about them.
- Elementary and junior high school students are brought into association with useful models who might enhance their aspirations for success at school.
- Parents may learn techniques and skills that they can apply in helping other children.

This review of creative approaches to the problem of improving the education of disadvantaged children through out-of-school enrichment experiences is by no means exhausted. Scores of others, just as fascinating, just as fruitful, could be cited if space permitted. It is quite possible that someday the instructional effectiveness within the school world will be perfected to a degree where educational failure among the disadvantaged is swept away. Until such time, these projects may be viewed as hopeful signs that a new day is dawning for disadvantaged children now.

IDEAS FOR FURTHER CONSIDERATION

Enrichment through out-of-school experiences will be most beneficial when activities present situations not commonly included in the school day.

Observing the operation of community and governmental agencies extends understanding.

Non-professionals may serve in many capacities.

Guided viewing of well-planned educational television programs and selected commercial programs offers enriching experiences.

TEACHER TRAINING

If America's vision of education for all is to become a reality, there must be a sizable increase in the number of qualified and dedicated teachers. In the past, pre-service training for teachers has been the responsibility of institutions of higher learning while the employing school systems undertook the greatest responsibility of training for the in-service teacher. Today the pre-service and local school in-service programs should work cooperatively even though their techniques and problems in developing an understanding of the educationally disadvantaged child may be different.

Since disadvantaged children have problems and challenges that the classroom teacher may not have experienced, many teachers, justifiably, feel inadequate to work effectively with them. Training programs (both pre-service and in-service) must provide experiences which will help the teacher:

1. Gain insight as to his own self-concept.
2. Understand what the educationally disadvantaged child is like.
3. Recognize the implications of the concept that intelligence is developed, rather than fixed by heredity.
4. Develop a good working knowledge of the learning process, of ways of overcoming motivational problems.
5. Communicate effectively with the disadvantaged child.
6. Explore ways of overcoming the limiting effects of socio-economic backgrounds.
7. Find means through which the child's self-image may be improved and built-in futility overcome.
8. Achieve productive interpersonal relationships between himself and the child.
9. Provide experiences through which a stronger motivation for school work will be developed.
10. Ascertain child developmental levels.
11. Use materials with a multi-ethnic inclination effectively.
12. Develop competencies necessary for individualizing instruction.
13. Analyze specific educational problems of the disadvantaged child.
14. Overcome specific language problems characteristic of this child.

A pre-service teacher education program emphasizing the needs of disadvantaged youths and their teachers may be successfully built from existing pre-service teacher programs. To further develop these existing programs there would be an insistence on a fundamentally inter-disciplinary approach; an emphasis on bridging the cultural gap between teachers and the deprived children they teach, and instilling a respect in the teachers for the children and the values in their cultural patterns; a stress on field trips and actual pre-teaching experience with deprived students; a concentration on how to teach the basic skills, particularly the language skills; and the develop-

ment of strong feelings of dedication and hope toward teaching.

Teachers of disadvantaged youth must be trained in an interdisciplinary approach because the very nature of their teaching demands that they draw on knowledge from many different fields. It is particularly important for these teachers to have a solid grounding in anthropology and sociology. It is essential to their effective teaching that instructors of these children get to know the values in these children's lives and the way the world they live in operates; with this knowledge they are in a position to feel out the approaches to learning—and to changing—that will be meaningful and workable with disadvantaged youngsters. Also sorely needed is a good understanding on the part of the teacher of psychology, particularly child psychology.

To cope with the actual problems they will find there, teachers need solid grounding in urban problems, and those of the "ghetto" communities from which schools with large numbers of underprivileged so often draw. Along with all these subjects must come too, of course, an intensive preparation in the actual skill of pedagogy, particularly as it applies to classrooms in which children are not familiar with the traditional ways of learning. Prospective teachers should be instructed in all these fields by professionals, so that a preparatory program for these teachers would be run not only by educators, but also by social workers, anthropologists, urban planners, members of social welfare agencies, and so on.

Inherent in education, and particularly when teaching disadvantaged youth, is respect for children and the values of the cultures from which they come. With a deeply rooted regard of one human being for another, the teacher can approach his students with constructive sympathy, understanding and appreciation. With this regard, the teacher may hope to gain the trust and respect of his students, a gain which is prerequisite to reaching them and truly teaching them. The creation of a feeling of respect in the teacher for the culture of the disadvantaged student, and for the student himself, must therefore be a fundamental part of any training program for these teachers.

To gain a real understanding of the different cultures and an appreciation of the manifold problems the disadvantaged youth faces, teacher training programs cannot be conducted only in college classrooms. Those who are to instruct these youngsters must be taken into the field to see what their actual life is like. An emphasis on field work and pre-teaching experience in deprived areas would do much to prepare the beginning teacher for the conditions with which he will have to cope. This should be an integral part of any program to train these teachers.

New teachers hopefully will gain many insights into the educational needs of disadvantaged youth through field experience. But being made aware of these needs is obviously only part of the job of any training program. Once recognized, these needs must be met, and the next step is to equip teachers with the necessary teaching tools.

In terms of teachers of educationally impoverished youngsters, this means giving them a large battery of effective pedagogical techniques with which to teach the basic academic skills, particularly in the area of language, to students who come to school severely handicapped in their ability to learn the traditional curriculum by traditional methods. Gradually, with intensive efforts, these techniques will evolve, for there is little question that they are needed to reach these children and to raise their ability to function successfully in such vital and fundamental academic skills as speaking, reading and writing, to say nothing of the more sophisticated skills, such as learning to understand relationships and to solve abstract problems.

Above all, at the heart of each training program, there must be the instilling of a feeling of dedication and hope to replace feelings of discouragement and cynicism that so often seem to pervade the idea of teaching disadvantaged children, particul-

arly in large urban areas. Without this, it is unlikely that any training program can produce teachers who will be truly happy in their work and doing their best in their teaching jobs. Teachers must be sustained by the knowledge that they are doing an incredibly important task and that the reward, in the life of each individual child they touch, may be immeasurable. Idealism, commitment and realistic optimism must be the dominant theme in programs to prepare teachers for the disadvantaged.

Teacher training programs with this idealistic element might be just the thing that would attract today's young and able college graduates to this teaching field. For, beyond planning good training programs, lies the need to recruit able young people. If these young people could see training programs being set up that were idealistic in purpose, well-organized and planned, and directly related to the actual teaching situation, they would have far more incentive to overcome the natural apprehension that many of them feel toward teaching in deprived areas. They would enter such programs with a feeling of security in the knowledge that what they were going to learn would be just the things that would make them good teachers, and successful ones.

For those who are now teaching, in-service education will play a vital role if it is understood that human beings have a natural reluctance to change. The importance of having teachers involved in the planning for, and evaluation of, in-service programs must not be overlooked. The in-service programs will become effective as teachers identify their specific concerns in various areas, including:

- studying the school community, its slums, cultural resources and economic structure.
- understanding the complexity of the urban community or the characteristics of the rural community.
- developing and utilizing appropriate techniques, methods and materials.
- using other community agencies for reinforcement of learning.
- gaining parental support and involvement in the education program.

The present plan of "after-school workshops" and "pre-school workshops" does not appear to be adequate. Time for in-service education should be provided during the school day whenever possible, or teachers should be otherwise compensated. Small regional conferences, structured so that teachers may participate, also would be profitable.

Hopefully, only teachers who want to work with disadvantaged children will be allowed to do so. Effective pre-service and in-service education programs can provide an increasing number of teachers who will rise competently and enthusiastically to the challenge.

IDEAS FOR FURTHER CONSIDERATION

Training programs for teachers of disadvantaged children must be carefully designed in the light of what is known about learning theory and about the learners. (In this case, teachers are the learners.)

Within this frame of reference, a balance between experiences that increase insights and experiences that develop techniques must be maintained. As teachers become more understanding and more versatile, it is expected that they also will become more effective. It is clear that they need contact with skillful professional personnel who lend support and encouragement and guide them in learning by doing. Many innovative teaching strategies are being developed as individual teachers take imaginative approaches to the problems of teaching disadvantaged children.

DEVELOPING JOB SKILLS

An increasing demand for men and women who have salable skills in the technical and vocational occupations, and the large number of young people who are leaving school without occupational training, are two dimensions of the challenge to provide opportunities for educationally disadvantaged children to develop job skills. Cognizance of the contribution that these children may make to society when they are properly trained, and of the new vocational programs that may be formulated to meet their needs, has stimulated the development of a wide variety of occupational training which includes new areas of trade and business.

Work-study programs, occupational courses for the potential dropout, Neighborhood Youth Programs, work-experience programs and other forms of cooperative training are now available in addition to experimental programs of various types.

In planning programs for the development of job skills, educators should note that research has shown these young people to have potential and to be both creative and motivated when they take part in programs which interest them. While they work hard if an activity has a purpose for them and is directed toward an immediate goal, it is useless to place them in a course for which they feel no need. Abstract courses are especially troublesome for them. The content of courses offered should be such that students experience success and accomplishment. The earlier the student has this experience, the less likelihood there is that he will become a dropout. To achieve maximum effectiveness, a program of this type will require:

- the implementation of a positive concept during the child's early years which will result in a commitment to being a productive individual in society.
- the generation of teacher, parent and community attitudes that reflect recognition of the respectability of vocational skills.
- the coordination of different local business and governmental agencies.
- a continuity in vocational education from the first year of school through employability.
- an avoidance of socially branding participants as a substandard class of individuals.
- a realistic appraisal of employment opportunities.
- the participation of parents in the career planning of their children.

In the elementary school, students should be given occupational information and orientation through field trips, classroom visitations by workers in the community, and audio-visual media. There should be opportunities for developing exploratory manipulative skills through the use of various materials. Success in any occupation is dependent upon the development of certain prerequisite attitudes, habits and skills, such as:

- purposeful self-direction.
- skill in problem solving.

- competence in the basic skills of reading and mathematics.
- a desire to accept and discharge responsibilities.
- pride in completing an assigned task.
- a belief in one's ability to meet his own needs.
- a respect for hard work.

Homemaking and industrial arts based on practical problems of the home might well become a part of the curriculum. Work-experience and work-study programs which are exploratory in nature should begin in the junior high school and be extended and enlarged upon at the senior high school level with trade training related to business, industry and home economics. In the final analysis, the effectiveness of any program designed to develop job skills will be determined by the extent to which each young person is able to find a satisfying and productive means of earning a living. The school must begin immediately to provide training to equip the disadvantaged child now, and to counsel with him today, for his life tomorrow.

IDEAS FOR FURTHER CONSIDERATION

Enrichment and orientation experiences related to the development of job skills demand imagination and ingenuity of those who plan and implement.

Focus may be achieved when thought is given to:

- maintaining balance between all types of learning.
- freeing the learner to utilize his unique mode of learning.
- providing activities that enhance the child's self-image, sense of personal worth and motivation to develop and improve job skills.
- involving appropriate agencies of government, organizations, business, industry, agriculture and interested community groups in determining needs, and planning to meet them.
- implementing and evaluating a needs-oriented program.

EVALUATING PROGRAMS

The task of evaluating programs designed for improving the education of disadvantaged children is complicated by the lack of a clear-cut definition or description of that population. The problem becomes one of determining not only *what* is to be evaluated and what *form* that evaluation should take, but also *who* is to be evaluated.

If providing a meaningful education for all is the goal of the school, then comprehensive evaluative techniques and procedures which will be appropriate to each segment of the school population must be devised. The emergence of new programs demands the development of unique ways and means of evaluating, of measuring those things which do not lend themselves to objective measurement.

Although present evaluative processes are greatly influenced by the need to account for federal monies expended, the primary emphasis in evaluating the success or failure of a program must be that of determining what happens to children. Placing major emphasis on objective measures will result in an unrealistic view of present programs and a restrictive basis for planning future programs. Whatever measures are used, it should be especially noted that, because long-range evaluation is vastly more important than short-range measurement, both criteria and evaluative techniques should be aimed at the long-range goals to be attained.

Evaluation, which should take place at the local level, must not stymie creativity as stereotyped measurement in the form of standardized tests has done in the past. Progress reports covering such factors as materials, equipment, facilities, personnel, added services, academic improvement, attendance and dropouts are not sufficient. A program of total evaluation should also attempt to assess the impact of attitudes and motivation.

Well-defined goals are central to the establishment of criteria and evaluation techniques. The absence of clear-cut objectives will preclude successful evaluation; the presence of clear-cut objectives will provide a basis from which comprehensive evaluation may evolve.

IDEAS FOR FURTHER CONSIDERATION

Evaluation of programs for improving education for the disadvantaged should take into account the process by which the program was developed. That is, evidence of the extent of cooperative planning, full use of available resources, and the development of understandings and techniques in program evaluation should be studied.

Considerable effort should be given to the development of instruments that may be used to show improvements in such areas as:

- motivation of pupils.
- improved teacher morale and parent involvement.
- effectiveness of additional personnel or of program innovations.

Adequate information regarding pupils' needs and problems should be related to what has been done in the program.

CREATIVE PLANNING

As the era of education for the academically talented gives way to a commitment to education for all, it is imperative that immediate and long-range goals be clearly defined. Basic to the identification of objectives is the placing of a high valuation upon the dignity and worth of each student.

Most educational programs today reflect this nation's earlier emphasis on the "average," middle-class child, coupled with more recent variations in the program to provide for the academically talented. To establish a realistic educational system, the present concern for the disadvantaged child must be viewed and provided for within an overall framework. A piecemeal approach similar to that which emerged for the academically talented can result only in a weakened rather than a strengthened program.

A commitment to education for all is based on the realization that:

- Not all can become professionals or technicians, but all can become better citizens.
- The self-image of the student is closely related to his learning efficiency.
- The community, a vital force in the process of education, must be involved in and supportive to the educational program.
- Effective communication, a prerequisite to meaningful education, requires continuous interaction between the school and the community, all races, and generations within the races.
- New educational programs must be grounded in research, expanded in light of the particular needs of the local community, and strengthened by evaluation.
- Programs should not be designed so that a child (whether he be academically talented, disadvantaged or in any other classification) is subjected to grouping practices which may tend to isolate him further, thus compounding many of his problems.

For the individual child, a commitment to education for all means:

- His health problems will be identified and corrected.
- His learning style will be respected and capitalized upon.
- His aspirations and limitations will be recognized and planned for.
- His need for early and continuing intellectual stimulation will be provided for.

Within such a framework, decisions can be made regarding publicly supported programs, high school work-study programs, lengthening the school year, in-service education for teachers, pre-service education in institutions of higher learning, appropriate materials and methods of instruction, and evaluative techniques and criteria.

While it is to be expected that much research and planning will be centered on the disadvantaged child, all efforts so expended should result in a steady movement toward the ultimate goal—a unitary education for all students in a multicultural society.

IDEAS FOR FURTHER CONSIDERATION

Safeguards should protect the children from the hazards of a fragmented approach to compensatory education.

Positive traits of the disadvantaged student should be reinforced and utilized as a means of overcoming his handicaps.

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